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ABSTRACT

In an effort to develop behavioral objectives for students of Phoenix Indian High School, project staff attempted to identify student behavioral outcomes which would serve as guidelines for total school program development, with emphasis on pupil personnel services. Preparation of such guidelines involves not so much formulation of specific behavioral objectives as creation of a method of attack, a procedure which will facilitate the writing of behavioral objectives. Because of the unique population being treated, it is necessary that those involved in educating the Indian student be aware of student backgrounds, aspirations, sensitivities, academic abilities, and potential for growth. This is particularly essential when it comes to writing, instituting, and evaluating behavioral objectives. Additionally, those directly involved in the educational process should formulate the guidelines. Once staff involvement has been secured, a common frame of reference is essential. Without this, objectives will vary in specificity, comprehensiveness, and articulation. Thus, it is recommended (1) that taxonomy proceed from the specific to the abstract, thus insuring articulation, and (2) that the taxonomy be comprehensive enough to guard against superficial efforts. Part 1 of the taxonomy presented in the document deals with the cognitive domain; part 2 deals with the affective domain. (LS)

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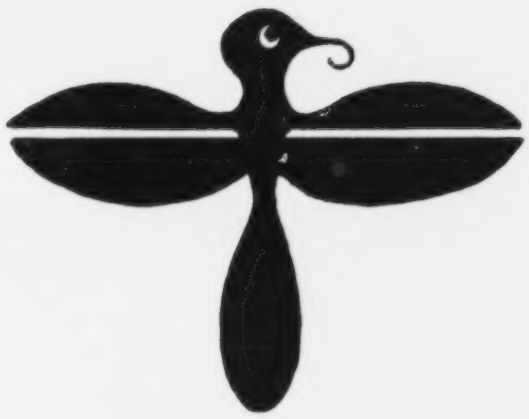
BEHAVIORAL OBJECTIVES REPORT
PROJECT COPE
PHOENIX INDIAN SCHOOL

by

Earl R. Weinhold and William E. Smith



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1969

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BEHAVIORAL OBJECTIVES REPORT

PROJECT COPE
(Coordinated Optimal Program Effort)

PHOENIX INDIAN HIGH SCHOOL
Phoenix, Arizona

PROGRAM OBJECTIVES DEVELOPMENT - Earl R. Weinhold and William E. Smith

INITIAL OBJECTIVES DEVELOPMENT - Warren Kallenbach

PROJECT DIRECTOR - Robert L. Armstrong

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Tempe, Arizona 85281

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LETTER OF TRANSMITTAL

Mr. James Wallace, Superintendent
Phoenix Indian High School
Post Office Box 7188
Phoenix, Arizona 85011

Re: #H50C14206637

Dear Mr. Wallace:

This report on Project COPE (Coordinated Optimal Program Effort) concerning Behavioral Objectives Development is hereby submitted for your study and reference. Project COPE was conducted under the above-mentioned contract to the Phoenix Area Office, Bureau of Indian Affairs (Education) with funding support from the Elementary and Secondary Education Act, Title I, for Fiscal Year 1969.

One of the difficult tasks to which the project staff addressed itself was that of identifying student behavioral outcomes, which might serve as guidelines for the total school program development, including pupil personnel services, at Phoenix Indian High School. The method of attack set forth here has been, and it is hoped will continue to be, converted into program action to benefit the Indian youth of the area.

The sponsoring agency and the staff of Project COPE is appreciative of the excellent cooperation offered during this project by the administration and staff of Phoenix Indian High School.

Respectfully submitted,

Merwin Deever, Director
Bureau of Educational
Research and Services

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FOREWARD

Project COPE (Coordinated Optimal Program Effort) was the first attempt by the Bureau of Indian Affairs to initiate a substantial pupil personnel services effort in an Indian school. It was established at Phoenix Indian High School in the fall of 1968 with the Bureau of Educational Research and Services of Arizona State University as sponsor. The primary purposes of Project COPE were to render the services indigenous to the several disciplines and to seek optimal procedures and techniques with an end view of developing a model or prototype that might be initiated in other Bureau of Indian Affairs residential schools.

One of the more difficult tasks to which the project staff addressed itself was that of identifying student behavioral outcomes that, stated in the form of objectives, would serve as guidelines for total school program development at Phoenix Indian High School. At the suggestion of Dr. Merwin Deever, Director of the Bureau of Educational Research and Services, and in cooperation with the project administrative staff, an initial set of objectives, which appear in the Appendix, was developed by Dr. Warren Kallenbach, Professor of Education at San Jose State College. It then became the task of Mr. Earl R. Weinhold and Mr. William E. Smith of the sponsoring agency, to develop a system of attack whereby the objectives could be tested and translated into supporting instructional and program objectives, which would be in turn converted into program action.

This report constitutes only a first step. If a school staff will commit itself to the rationale of program structured in the directions of identified attainable outcomes, it seems apparent that the content of this report may be considered as a valid starting point and direction-finder.

Robert L. Armstrong
Project Director
Project COPE

OBJECTIVES OF PROJECT

A set of general objectives for Project COPE (Coordinated Optimal Program Effort) at Phoenix Indian High School was formulated by Dr. Warren Kallenbach, Professor of Education at San Jose State College. These objectives were designed to serve as a point of departure and frame of reference for this investigation. The objectives were as follows:

I. The Student:

A. "demonstrates significantly greater skill and more information and understanding of both his native and larger American (U.S.) culture as compared to those at his entry to Phoenix Indian High School.

B. "demonstrates significantly greater emotional, social, physical, academic and vocational skills, information and understanding as compared to those possessed at entry into the Phoenix Indian High School.

C. "demonstrates a significantly higher self-concept than upon entrance to the high school.

D. "manages his time and talents significantly more purposefully than upon entry to the high school.

E. "demonstrates significantly greater capability in social relationships than upon entry to the high school.

F. "accepts the worth and dignity of other individuals frequently more significantly than upon entry to the high school.

G. "demonstrates more skill in cooperative and competitive activities with others.

H. "demonstrates significantly more of the skills required to achieve a livelihood and acceptance in a competitive society.

I. "demonstrates significantly greater skill in identifying personal and social problems and their solutions.

J. "demonstrates significantly greater academic, social, and leadership competencies necessary for productive living."

II. The Project Staff:

A. "will significantly facilitate the student objectives, above, which will probably best be exemplified by their behavior.

B. "will build a tentative model pupil personnel program designed to implement the objectives of Project COPE

and related projects in this and other Bureau of Indian Affairs residence schools."

The preceding objectives generated a great many questions, questions such as: What type of student are the objectives to serve? Who should actually write the objectives? How specific should the objectives be in order to accomplish their purposes and yet not be too trivial? What methods of evaluation should be employed? Thus many questions had to be answered before the detail work could begin, and the majority of the time was spent in answering the questions to the satisfaction of the investigators.

The net results of this study lie not in formulation of specific behavioral objectives, therefore, but rather in the creation of a method of attack, a procedure which will facilitate the writing of behavioral objectives in the future. Before proceeding to the specific procedures, however, it might be well to state some preliminary, general considerations which should be taken into account when thinking of both the Indian student and Phoenix Indian High School:

A. As a general rule, the Indian student comes from an economically deprived home and, as such, possesses needs which are different from those of middle-class America. When one considers that, on the average, today's Indian has only 2/3 the life expectancy, 1/2 to 1/3 the level of education, less than 1/3 the income, and 7 to 8 times as much unemployment as the national average for all

Americans, one gains a partial realization that he is dealing with a unique population.[1] These conditions, appalling though they may be, are not new. The 1961 Task Force Report to the Secretary of the Interior contained recognition of the conditions:

> As the educational level of the general population advances, the gap between Indians and non-Indians will widen unless efforts are increased to provide educational opportunities for all school-age Indian children, to improve the quality of education through adequate and qualified staffing, and to increase opportunities for adults who have been denied regular schooling. . . of those Indians who enter college, few are as well equipped either in social adjustment or academic preparation as non-Indians of corresponding age.[2]

Carefully framed, executed, and evaluated behavioral objectives can provide invaluable service in helping to remedy the aforementioned inequities.

B. The Indian student is unique in that he must meet the demands of two cultures, the dominant American culture and the Indian culture in which he was reared and to which he still pays allegiance.

> To be Indian all too often connotes a greviously poor socioeconimic status in terms of today's standards. As the Indian youth contemplates his immediate

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[1]Reeseman E. Fryer, "Analysis of the Present Day Indian Community." Speech given at the first meeting of the National Advisory Committee on Indian Work. Kansas City, Oct. 23-25, 1962.

[2]W. W. Keeler, Chairman, Report to the Secretary of the Interior By the Task Force on Indian Affairs, July 10, 1961.

> position in time and condition, he has difficulty finding anything about Indians ways of which to be proud. Because his life is so different from that of his parents, he is estranged from them and lacks the guidance and comfort afforded in normal family relationships. Stripped to selflessness he stands a victim of demoralization inherent in conditions of family and cultural breakdown. Desolated, he mistakenly equates the results of cultural breakdown and confusion with the simple fact that he is Indian and erroneously concludes that he must justify himself in some overly defensive way.[3]

C. Each person in cross-cultural education needs to recognize the qualities, traits, and values or cultural differences that separate American Indians from the larger portion of the rest of American society.[4] This is particularly difficult to achieve when, for all intents and purposes, the American Indian has lived a life of segregation, discrimination, and poverty.

D. Educational liabilities of the Indian may include part or all of the following observations based on a Pima-Papago population:

1. Sixty-five percent are behind grade level.
2. They have an over-all grade retention average (in public schools) of five percent.
3. They are retained in grade (in public schools) more frequently than are non-Indians.

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[3]Lloyd H. New, "Using Cultural Differences As A Basis for Creative Expression," Journal of American Indian Education, May, 1965, p. 9.

[4]William J. Benham, "A Foundation for Indian Cross-Cultured Education," Journal of American Indian Education, January, 1969, p. 29.

4. They have higher retention frequencies in the first three grades than they have in any other grades.

5. There is less retention after grade eight, which is due in part to the tendency to drop out in the high school grades.

6. They show a higher incidence of retention in "all Indian" schools as opposed to more "public" schools, or schools in which Indians are a minority.

7. Seven percent of the children ages 6 through 18 are not enrolled in any school.

8. The dropout rate for 14 through 18 year-old Indian children ranges from 15 to 20 percent. This may be compared to a 3.7 percent dropout rate for all high schools in the Phoenix area.[5]

In view of the unique population being treated, it is of the utmost necessity that all who are involved in educating the Indian student be acutely aware of the students' backgrounds, aspirations, sensitivities, academic abilities, and potential for growth. This is particularly essential when it comes to writing, instituting, and evaluating behavioral objectives, as it is the recommendation of the writers that the preparation of the behavioral objectives be done by the staff of Phoenix Indian High School. There is no doubt that objectives could be formulated by a person, or persons, outside of the staff and presented to staff members with the administrative exhortation to teach to them. However, this procedure is diametrically opposed to all educational principles concerning the promotion of staff involvement and harmonious human relationships. Thus, to insure

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[5]Harlan Padfield, Peter Hemingway, and Philip Greenfeld, "The Pima-Papago Educational Population - A Census and Analysis," Journal of American Indian Education, October, 1966, pp. 1-22.

both staff cooperation and a united effort, it seems imperative that those directly involved in the educational process be responsible for formulating the objectives which affect that process.

A second crucial factor, once staff involvement has been secured, is a common frame of reference around which all work must revolve. Without some guidelines, objectives will vary in specificity, comprehensiveness, and articulation. For this reason, it is recommended that the following taxonomy be utilized. This particular taxonomy proceeds from the specific to the abstract, thus insuring articulation, and is comprehensive enough to guard against superficial efforts. Part One of the taxonomy deals with the "Cognitive Domain"[6] and Part Two deals with the "Affective Domain."[7]

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[6]This analysis based on Benjamin S. Bloom (Ed.), et al., A Taxonomy of Educational Objectives: Handbook I The Cognitive Domain, New York: Longmans, Green and Co., 1956.

[7]This analysis based on David R. Krathwohl, Benjamin S. Bloom, and Bertram Masia, A Taxonomy of Educational Objectives, Handbook II, The Affective Domain, New York: David MacKay and Co., Inc., 1964.

TAXONOMY

The Cognitive Domain

1.00 Knowledge - As defined for use with the taxonomy, knowledge involves the recall of specifics and universals, the recall of methods or processes, or the recall of a pattern, structure or setting. The knowledge objectives emphasize most the psychological processes of remembering, although the process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate cues and signals for the information and knowledge the individual possesses.

1.10 Knowledge of Specifics

> The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.[8]

1.11 Knowledge of Terminology

> Knowledge of the referents for specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.[9]

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[8]David R. Krathwohl, "The Taxonomy of Educational Objectives - Its Use in Curriculum Building," Defining Educational Objectives, C. M. Lindvall (ed.), University of Pittsburg, 1962, p. 22.

[9]Ibid.

Examples:

1. To define technical, societal, or cross-cultural terms by giving their attributes, properties or relations.

2. Familiarity with a large number of words from both the dominant American and Indian cultures in their common range of meanings, their differences and their interrelationships.

1.12 Knowledge of Specific Facts

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an appropriate time period on the general order of magnitude of a phenomenon.[10]

Examples:

1. The recall of major facts about great Indian cultures.

2. The possession of a minimum knowledge of American history.

3. The recall of names of great leaders of both majority and minority groups.

1.20 Knowledge of Ways and Means of Dealing With Specifics

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the sequences and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as does a more passive awareness of their nature.[11]

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[10] Ibid., p. 22-23.

[11] Ibid., p. 23.

1.21 Knowledge of Conventions

Knowledge of characteristic ways of treating and presenting ideas and phenomena. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena or problem.[12]

Examples:

1. Familiarity with the forms and conventions of major types of artistic and scientific works from both Indian and larger American cultures.

2. To make students conscious of correct, standard English usage.

1.22 Knowledge of Trends and Sequences

Knowledge of the processes, directions and movement of phenomena with respect to time.

Examples:

1. Understanding of the continuity and development of both the American and Indian cultures and their interrelationships.

2. Knowledge of the basic trends in governmental assistance to minority groups.

1.23 Knowledge of Classifications and Categories

"The knowledge of the classes, sets, divisions and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem."[13]

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[12] Ibid., p. 23.

[13] Ibid.

Examples:

1. To recognize the area encompassed by racial strife, middle-class value structure, or government lending policies.

2. Becoming familiar with basic types of folklore.

1.24 Knowledge of Criteria

Knowledge of criteria by which facts, principles, and conduct are tested and judged.

Examples:

1. Knowledge of criteria for the evaluation of personal activities.

2. Familiarity with criteria for judgment appropriate to the type of work being done.

1.25 Knowledge of Methodology

Knowledge of various methods, techniques, and procedures employed in various fields of study. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

Examples:

1. Knowledge of logical thinking processes for evaluating an opinion.

2. Knowledge of methods of attack relevant to the kinds of problems faced by the social sciences.

1.30 Knowledge of the Universals and Abstractions In a Field

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which one quite generally uses in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.[14]

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[14]Ibid., p. 24.

1.31 Knowledge of Principles and Generalizations

"Knowledge of abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant direction to be taken.[15]

Examples:

1. The recall of major generalizations about particular cultures.

2. Knowledge of the principles of democratic government.

1.32 Knowledge of Theories and Structures

Knowledge of principles and generalizations and their interrelationship which present a systematic view of complex problems. These are the most abstract formulations.

Examples:

1. The recall of major theories about societal change.

2. Knowledge of a relatively complete formulation of the theory of supply and demand.

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The ability and skill objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.[16]

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[15] Ibid.

[16] Ibid., p. 25.

2.00 Comprehension - This represents the lowest level of understanding. This refers to a type of understanding such that the individual knows what is being communicated without necessarily relating it to other materials or seeing all of its implications.

2.10 Translation

This refers to the care and accuracy of paraphrasing or rendering from one language to another. Translation is judged on the basis of accuracy - to the extent to which the original communication is presented.

Examples:

1. The ability to understand figurative language (irony, metaphor, simile, etc.)
2. Skill in translating mathematical verbal material into symbolic statements and vice versa.

2.20 Interpretation

The explanation of communication. Whereas translation involves a one-for-one rendering of communication, interpretation involves a reordering, rearrangement, or new view of the material.

Examples:

1. The ability to grasp the significance of a work or concept as a whole at a desired level of generality.
2. The ability to interpret various types of social data, literary movements, scientific thoughts, etc.

2.30 Extrapolation

The extension of trends beyond the given data to determine the effects, consequences, implications, etc. which are in accordance with the condition described in the original data.

Examples:

1. Skill in accurately forecasting continuation of existing trends.

2. The ability to draw implications from work involving immediate reference to explicit statements.

3.00 Application - The use of abstractions in concrete and particular situations. The abstractions may take the form of general ideas, or generalized methods, principles, or theories which must be remembered and applied.

Examples:

1. The ability to predict a probably change in a given situation previously in a state of equilibrium.

2. Application to something discussed in terms or concepts used in another context.

4.00 Analysis -

The breakdown of a communication into its constituent elements or parts such that the relative hierachy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its bases and arrangements.[17]

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[17] Ibid., p. 26.

4.10 Analysis of Elements

Identification of the elements included in a communication.

Examples:

1. The ability to recognize implied assumptions.
2. Skill in distinguishing facts from opinions, conjecture, or hypotheses.

4.20 Analysis of Relationships

The connections and interrelationships between elements of a communication.

Examples:

1. The ability to determine the consistency of hypotheses with given information and assumptions.
2. Skill in perceiving the interrelationships among ideas in a given passage.

4.30 Analysis of Organizational Principles

The organization, systematic arrangement and structure which holds the communication together. This includes the 'explicit' as well as 'implicit' structure. It includes the bases, necessary arrangement and the mechanics which make the communication a unit.[18]

Examples:

1. The ability to recognize form, pattern, and mode in literary works as a means of understanding.
2. Ability to recognize techniques used in propagandizing.

5.00 Synthesis - The putting together of parts or elements in order to form a whole which was not clearly indicated before.

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[18]Ibid., p. 27.

5.10 Production of a Unique Communication

The development of a communication in which the writer or speaker attempts to communicate with others.

Examples:

1. Skill in writing via organization of ideas, statements, transitions, and paragraphs.
2. Ability to explain a process effectively.

5.20 Production of a Plan, or Proposed Set of Operations

The development of a plan of work or proposed plan of operations in accordance with the requirements of the task.

Examples:

1. Ability to propose ways of checking the reliability of a process.
2. Ability to plan a unit of instruction.

5.30 Derivation of a Set of Abstract Relations

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.[19]

Examples:

1. Ability to formulate appropriate hypotheses based on analysis of the factors involved.
2. Ability to make discoveries and generalizations in any subject matter discipline.

6.00 <u>Evaluation</u> - Quantitative and qualitative judgments about the extent to which material and methods satisfy certain criteria.

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[19] Ibid.

6.10 Judgment in Terms of Internal Evidence

Evaluation of the accuracy of a communication from such internal criteria as logic and consistency.

Examples:

1. Ability to judge the reliability and validity of a communication through attention to internal criteria.

2. The ability to indicate errors in logical thinking procedures in an argument.

6.20 Judgments in Terms of External Criteria

Evaluation of material with reference to selected criteria.

Examples:

1. The comparison of major theories concerning particular cultures.

2. The ability to judge performance with the highest known standards in a particular field.

The Affective Domain

1.00 Receiving (Attending) - The concern at this level is that the learner be sensitized to the existence of certain stimuli--that he be willing to receive them.

1.10 Awareness

"Awareness" is at the most elemental step of the affective domain and is almost a cognitive factor. However, unlike knowledge, memory, or ability to recall, is not important. The important thing is that the learner merely be conscious of something.

Examples:

1. Develops awareness of aesthetic factors in dress, design, building, etc.

2. Observes with increasing discrimination and differentiation the sights and sounds of the city in contrast to those of the reservation.

1.20 Willingness to Receive

The capacity to be willing to tolerate a given stimulus and not to avoid it.

Examples:

1. Develops a tolerance for urban ways of life.

2. Accepts differences of religion and culture among one's friends.

1.30 Controlled or Selected Attention

The differentiation of aspects of a stimulus which are perceived and clearly different from adjacent or contiguous impressions.

Examples:

1. Listens for rhythm in poetry and song.

2. Listens to music with some discrimination as to its mood and meaning.

2.00 Responding - At this level, the student does something with the stimuli beside merely perceiving it. The three following subdivisions of "responding" are arranged in order of complexity.

2.10 Acquiescence in Responding

Examples:

1. Willingness to comply with school regulations.

2. Observes traffic rules at all times.

2.20 Willingness to Respond

Examples:

1. Contributes to class discussion by asking good questions.

2. Participates, on his own, in various hobbies and recreational activities.

2.30 Satisfaction in Response

Examples:

1. Finds pleasure in reading for enjoyment.

2. Enjoys listening to a wide variety of music.

3.00 Valuing -

Behavior categorized at this level is sufficiently consistent and stable that it has come to have the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At the lowest level of valuing, he is at least willing to permit himself to be so perceived, and at the higher level, he may behave so as to further this impression.[20]

3.10 Acceptance of a Value

Examples:

1. A sense of responsibility for participating in a discussion.

2. Feels responsible for complying with school regulations.

3.20 Preference for a Value

Examples:

1. Draws hesitant members in a discussion.

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[20]Ibid., p. 31.

2. Displays a willingness to help formulate, modify, or change school regulations.

3.30 Commitment

Examples:

1. Possesses a firm loyalty to his cultural group.

2. Practices his religion faithfully.

4.00 Organization -

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus, necessity arises for (a) organizing the values into a system, (b) determining the interrelationships among them, and (c) finding which will be the dominant and pervasive ones.[21]

4.10 Conceptualization of a Value

Examples:

1. Desire to comprehensively evaluate something which the learner enjoys.

2. Discovering and crystallizing the basic values and assumptions which underlie a belief.

4.20 Organization of a Value System

Example:

1. Weigh alternative social policies and practices against the standards of public welfare rather than the advantage of specialized and narrow interest groups.[22]

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[21] Ibid., p. 32.

[22] Ibid.

5.00 Characterization by a Value or Value Concept -

The individual consistently acts in accordance with the values he has internalized at this level, and our concern is to indicate two things--(a) the generalization of this control due to so much of the individual's behavior that he is described and characterized as a person by these pervasive and controlling tendencies, and (b) the integration of these beliefs, ideas and attitudes into a total philosophy or world view. These two aspects constitute the sub-categories.[23]

5.10 Generalized Set

Examples:

1. Readiness to revise judgments or change behavior when presented with convincing evidence.

2. Acceptance of objectivity as a basic method in arriving at sound choices.

5.20 Characterization

Examples:

1. Develop a consistent philosophy of life.

2. Develop a social conscience.

An examination of both the taxonomy and Dr. Kallenbach's general objectives will reveal that the latter can be fitted to the taxonomy and that the result will be a series of specific and comprehensive objectives which possess a high degree of articulation.

In conclusion, then, it is recommended that (a) the staff of Phoenix Indian High School be involved in formulating behavioral

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[23] Ibid.

objectives, and (b) that the aforementioned taxonomy be used whenever applicable. In addition, it is recommended that the following suggestions be taken into consideration:

1. That the framing of behavioral objectives be accomplished in four steps:
   a. sensitize the staff as to the value of behavioral objectives and provide them with substantive knowledge concerning said objectives;
   b. write the objectives and build into each one a method of evaluation;
   c. base the ongoing curriculum on the objectives formulated; and
   d. evaluate via pre-tests and post-tests their effectiveness and revise where necessary.
2. To insure staff understanding of the cognitive and affective domains, purchase enough copies of Developing and Writing Behavioral Objectives by Robert J. Armstrong, et al. so that each staff member has a copy.
3. In writing the objectives, use Robert F. Mager's book, Preparing Instructional Objectives, as an introductory source and the SWRL publication, Constructing Behavioral Objectives by Robert L. Baker, Vernon S. Gerlach, and Howard J. Sullivan, as the definitive source.
4. Consult Bloom's and Krathwohl's Handbooks (see Bibliography) for sample test items and discussions of how to build test items at each of the taxonomy's levels.

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Appendix

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SOME PROPOSED EVALUATION PROCEDURES FOR PROJECT COPE

Phoenix Indian High School
Phoenix, Arizona

by Warren Kallenbach*

An analysis of the Philosophy and Objectives statement of Project COPE reveals, one, that the objectives to be achieved are very complex and professionally demanding, and two, that a very good beginning toward their achievement has been made through the statement of general and specific objectives of the project which has been developed by the Project COPE staff.

The overall task of the project--the guided acculturation of each Phoenix Indian School student--is perhaps the most complex and demanding objective of all those specified. It requires deep professional competence and commitment to achieve it at any satisfactory level of effectiveness. And yet, it is hoped and even imperative that its effective achievement is accomplished and to such a degree that it will provide a model for Project COPE and for other Indian schools as well.

The question of who is acculturated is one faced by every generation in every century since the dawn of history and, probably, before. It can become more complex and subtle by being stated as: What is the

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proper role of an adult in our society (or tribe or clan)? or, even, What is man? Individually, it can become: Who am I? or What am I? A subtle issue in the Indian School is that of: Am I an Indian living in and to live in a predominantly white culture? Or Am I an Indian who must establish my identity apart from and perhaps even in conflict with a predominantly white culture?

The directors and staff of the Phoenix Indian School and Project COPE have confronted this issue and their response is to work toward a merger of the two cultures, but at a rate and in a way acceptable to the individual student. The Indian student's dilemma is most acute: Should and can I seek to compete in the white culture with knowledge of the many and severe handicaps and some rewards others have experienced or should I return to live and work among my family and friends with knowledge of other often more severe handicaps, including economic and physical hardship and even alienation from my family and friends.

The writer does not intend to answer and cannot answer these highly individual issues. He doubts that they even get asked by the individuals themselves. He does propose that the Project COPE staff work toward establishing criteria which describe the behavior of the competent (the acculturated?) Phoenix Indian School graduate and use these criteria as objectives for the students themselves and for the school and project staff. The criteria should be reviewed, revised, and recommended upon by the students, their parents and other Indian leaders, and the school and project staff. Perhaps the acculturated

individual in our general society is one who meets satisfactory levels of personal, social, economic, civic, and ethical conduct as provided in the Educational Policy Commission statements over the years with the more recent overriding objective of the application of rational thinking and action to individual and group activities. These are ultimate objectives for Project COPE; however, a more immediate and specific statement of objectives and some recommendations for evaluating achievement of each is presented in the pages following.

Phoenix Indian High School

Project COPE

General Objectives

The student:

1. Demonstrates significantly greater skill and more information and understanding of both his native and the larger American (U.S.) culture as compared to those at his entry to Phoenix Indian High School.

Recommended evaluation technique: Initially, I would prepare a carefully-developed examination designed to determine the information called for above. This examination could be administered upon entrance and just before graduation (or separation) from the high school.

The evaluations in the cultural skills area are quite difficult to make in a valid manner as discussed in the preceding two pages and should be developed over a long period of time by the project staff working with the assistance of school staff, Indian leaders, the students, and special consultants. The examination above is not limited to nor should it be limited to a paper and pencil test. The skills area cannot be assessed in this way at all. Other recommendations below will suggest some ways at getting at this acculturation skill objective.

2. Demonstrates significantly greater emotional, social, physical, academic and vocational skills, information and understanding as compared to those possessed at entry into the Phoenix Indian High School.

Recommended technique: These are complex areas, too, of course, and each one deserves careful assessment in a valid manner. I would begin developing assessment procedures in each area, however, relying considerably upon the school staff for assistance and advice. The same applies to Objective One above. The

Project COPE staff should give special attention to obtaining pre- and post-treatment data with treatment to be participation in the programs and culture of Phoenix Indian High School. You can assess on both an individual and a group basis with the group data being the more valid until we learn more about assessment of individuals in the areas of emotional and social development, for example.

3. Demonstrates a significantly higher self-concept than upon entrance to the High School.

Recommended technique: The measurement and evaluation of self-concept has attractad the attention of a few researchers (e.g., Sears and Sears, Havighurst, Bales) for some time but only recently is self-concept reported regularly in the literature on evaluation. I have done some limited research (self-concepts of fifth grade students in selected team-taught and self-contained classrooms in one California residential school district) in this area and am advising two or three M.A. level studies currently. I would suggest contacting any one or each of the authors publishing in this field. Dr. George Jeffs, Clark High School, Las Vegas, Nevada, is knowledgeable in this field and not too far from you in location. I believe you would have to modify any inventory that you used although I am working with one project where concepts of low-ability students are being assessed. Low-ability here should be read as low reading ability primarily.

4. Manages his time and talents significantly more purposefully than upon entry to the high school.

Recommended technique: You will have to make some value judgments here until more research data are available and, even then, value judgments will still be more important. State the judgments in measurable terms, e.g., "Participates in at least two school extracurricular activities," or "Is observed working on school work during most of his time in study period" (or the equivalent).

5. Demonstrates significantly greater capability in social relationships than upon entry to the high school.

Recommended technique: This will require the same procedure as above, viz., making value judgments about what behavior would be represented by capable social relationships (searching for research bases for any or all of these relationships); defining

objectives in measurable terms, and devising some reliable and valid evaluation technique, probably, an observation and interview guide based on criterion scales. You could take an overall view along the lines of "Gets into trouble less and helps others more."

6. Accepts the worth and dignity of other individuals frequently more significant than upon entry to the high school.

Recommended technique: Apply the same rationale and procedures as above. Since several of these have to do with what could be defined as good citizenship, an overall measure of good citizenship may be in order. The difficulty of bringing about changes in behavior in this area is well known although the examples provided by adults they respect are the most important.

7. Demonstrates more skill in cooperative and competitive activities with others.

Recommended technique: This area is so closely intertwined with the two cultures of the school, I would refer only to my initial statements. Significantly greater participation in individual and team competitive activities would be one measure but I am not sure of the best way to evaluate the outcomes. If self-concept goes up as competitive activities go up then, perhaps, we are on the right track.

8. Demonstrates significantly more of the skills required to achieve a livelihood and acceptance in a competitive society.

Recommended technique: This objective is highly related to the preceding one although important features can be distinguished. Your school and project staff can work cooperatively (not competitively) here for best results. You will need to define such objectives as functional literacy, job interview and job-holding skills.

Referring to your Project COPE Operational Objectives, you can state the following:

The student:

1. Demonstrates significantly greater skill in identifying personal and social problems and their solution.

Recommended technique: One measure of the achievement of this skill was already suggested to me during my visit to the project office, viz., the very significant increase in the number of student self-referrals between the fall and spring semesters. Hopefully, coming in on one's own initiative will lead to significantly greater skill in identification and solution of personal and social problems. A general measure here, and an important one, would be to determine whether a significant decline has commenced in overall school personal and social problems of students and whether other commendable activities, e.g., greater increase of participation in school informal activities or team sports.

2. Demonstrates significantly greater academic, social, and leadership competencies necessary for productive living.

Recommended technique: Measurement techniques here would have to go back to some of the preceding recommendations. Evaluations would have to be based on your definition of these various competences as they are related to productive living.

A recommended objective for the project staff follows from your Project Staff Objectives, namely:

The project staff:

1. will significantly facilitate the student objectives above which will probably best be exemplified by their behavior when they:

2. will build a tentative model pupil personnel program designed to implement the objectives of Project COPE and related projects in this and other Bureau of Indian Affairs residence schools.

Specific Objectives

The model I would propose for assessing outcomes of your specific staff services would be that of most accreditation team evaluations with which your senior consultant is most familiar. Specifically, you would describe for each staff, as appropriate, the number of students served, the type of service provided, and the outcomes of each service provided. You would present these as evaluative summary statements for your external (and internal) evaluators to use in their appraisals of the quality of each special staff service program. Both your project staff and your teaching staff should be involved in the preparation of these reports, but not to the detriment of either program as, for example, when too much time is requested to fill out a report or when the tasks become a source of friction between project and teaching staffs or between directors and those being directed. It can be difficult for teachers, counselors, and others to remember or keep trace of what and how often they have done something and it is even more difficult to make judgments about the outcomes of these activities. Attitude questionnaires should be used, also.

Preparation of these evaluative summary reports should be coordinated by the project director and it is much better to have the staffs agree beforehand that (1) they do want to evaluate the outcomes of their services and (2) that they will cooperate willingly in that evaluation. People cooperate most fully when they can see some benefits

coming from the evaluation, e.g., a continuation or expansion of their services, the development of a better program or even a model program or, best of all, evidence that clearly shows that they have helped students to make better choices and perform more skillfully and purposefully while, at the same time, developing and maintaining a high self-esteem and regard for other individuals.